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ABSTRACT

Presented is the fifth component of a special day class educational program for drug dependent minors, Evaluation of the Prcject and Program. All project goals and objectives such as the design and operation of a statewide replicable educational system to help drug dependent minors and the development of procedures for assigning behavioral objectives are said to have been attained except for the develcpment of procedures for evaluating pupil progress and predicting instructional success which was partially attained. Evaluated in terms of each student's status is the specific program at Sunshine School, and discussed are the benefits provided to the students and students' attitudes towards the program. It is concluded that the project and program attained the major objectives set. Among the recommendations for future research and legislation given are that a special day class program only for drug dependent users living in 24 hour drug treatment programs be developed, and that legislation be passed to fund programs for drug abusing youths enrolled in regular and continuation school programs. (See EC 051 845 through EC 051 848 and EC 050 205 through EC 050 212 for related documents). (DB)

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A GUIDE FOR THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS

NEWDAY OPERATIONS GUIDE FOR DRUG DEPENDENT MINOR PROGRAMS

Project Number 44-00000-0000-823
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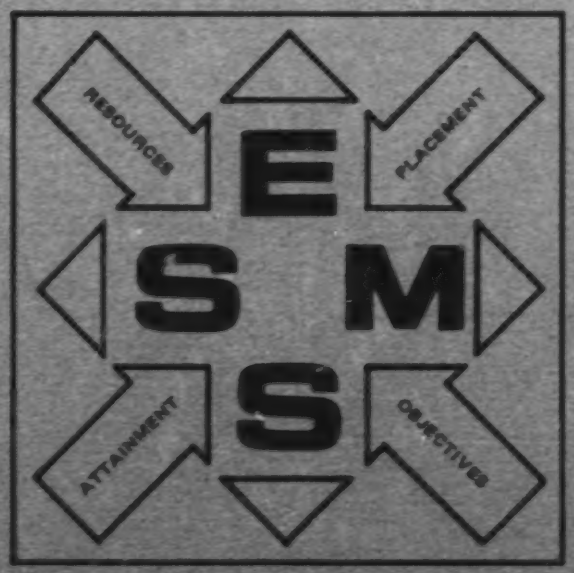

SPECIAL EDUCATION MANAGEMENT SYSTEM

5.0 AN EVALUATION OF THE PROJECT AND PROGRAM

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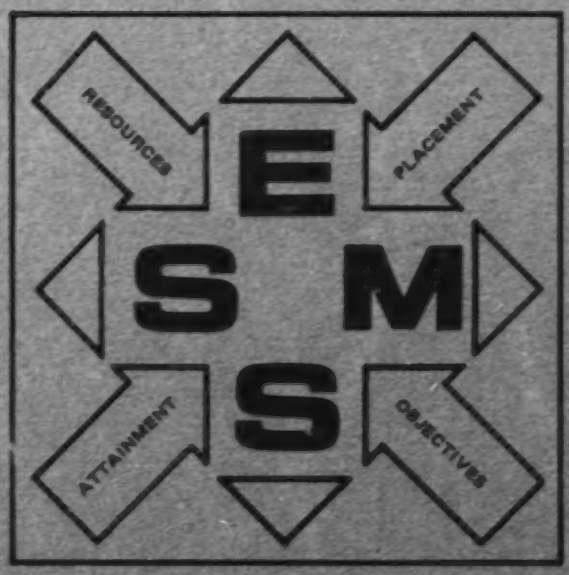

SPECIAL EDUCATION MANAGEMENT SYSTEM

5.0 AN EVALUATION OF THE PROJECT AND PROGRAM

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COMPONENT 5.0

AN EVALUATION OF THE PROJECT AND THE PROGRAM

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5.1 INTRODUCTION

This component includes an evaluation of the project effort and the school program, recommendations for future projects and for improving the school program, a discussion of the influence that the project activity may have had on the program operation, and conclusions. The detailed project and program objectives are also included in this component. The evaluation is based on the extent to which these objectives were attained. The contents of this component are:

SECTION		DESCRIPTION	PAGE
5.1	Introduction		5-1
5.2	An Evaluation of the Project	An evaluation of the attainment of each of the project's objectives as stated in the 1971-72 application to Title VI-B.	5-2
5.3	An Evaluation of the Program	A numerical evaluation of the status of each of the students enrolled in the program, a success ratio, a discussion of the benefits provided to the students while enrolled and the students attitudes towards the program.	5-9
5.4	Conclusions	A statement of the success of the program and project based on the evaluations in Sections 5.2 and 5.3.	5-15
5.5	Influence of the Project on the Program	A discussion of the possible influence the project effort may have had on the program operation.	5-16
5.6	Recommendations	Recommendations for future research and legislation.	5-17

5.2 AN EVALUATION OF THE PROJECT

The objectives of the project and an evaluation of the attainment of each objective are included in the table which begins on Page 5-4. The objectives were contained in the application to Title VI-B ESEA for funds for the 1971-72 school year, the second year of the project operation. An initial application for funds was submitted a year earlier to fund the first year of the project, 1970-71. The objectives of the 1971-72 application included those in the 1970-71 application. The 1971-72 objectives were presented in a more easily definable format, however. One objective included in the 1970-71 application was not continued for the second project year. This objective, as stated in the 1970-71 application, was:

> Establishing through the strategy of program planning budgeting systems an analysis of expenditures at three levels, "optimal," "acceptable," and "minimal," for each budget classification; (a) administration, (b) instruction, (c) maintenance and operation, (d) fixed charges, (e) pupil transportation, if applicable, and (f) capital outlay.

The 1970-71 Title VI-B audit team recommended that, in as much as it would be possible to analyze only one program in terms of budgeting over a two year period, the expenditure levels of "optimal", "acceptable", and "minimal" would be based on too little backup data and should therefore be dropped. This was done and a single representative budget model is included in the Guide in Section 1.21.

All 1971-72 objectives were attained except for Objective 1.9, "To develop procedures for evaluating pupil progress and predicting instructional success". The first part of this objective, "develop procedures for evaluating pupil progress" was attained, but the second part, "develop procedures for predicting instructional success", was only partially attained. In-Screen and Out-Screen checklists were developed to help predict failure in a drug dependent minor special day class and in regular secondary schools, which are attended after enrollment in special day class programs.

These "reverse predictors of success" were developed because research revealed that there are no single instruments available for reliably predicting success in educational programs. The MMPI and other personality indicators have not been shown to be reliable predictors. Also, the sample size of 47 students was too small to yield any definite predictors when subjected to analysis. Research did discover several predictors of failure in regular school programs, however. These failure predictors, along with experience gained from the program operation, were used to develop the In-Screen and Out-Screen Checklists (see Sections 1.7 - Case finding and Entry and Section 1.15 - Exit Procedures).

Objective 6.0 also has yet to be attained. This objective as included in the 1971-72 application reads as follows:

> To distribute five hundred copies of each Guide by August 31, 1972. Distribution will be based on Santa Cruz County, California State Department of Education and Title VI-B Administrative requirements.

The Guide is due to be distributed (at the time of this writing) by August 31, 1972. Five hundred copies will not be distributed initially for some portion will be set aside and mailed upon request. The initial distribution will include all the Offices of the County Superintendents in California and those agencies and individuals who have requested the Guide. Requests have come primarily from respondents to a form included in the Program Description Report. Twelve hundred copies of this report were distributed late in 1971 to agencies inside and outside the State of California.

In addition to attaining the stated objectives, the project developed and included in the Guide information on drugs for educators, parents and students; educational simulations; and a detailed listing of tasks performed by the program staff.

Evaluation of Project - Success in Attaining Objectives

GOAL AND OBJECTIVES	EVALUATION
PROJECT GOAL	
To design, develop, and operate a statewide replicable educational system that will, with minimal cost, help drug dependent minors direct their lives away from drugs and towards a successful secondary school education, vocational training, and constructive involvement in their community.	This goal has been attained in as much as an education system has operated for two project years, minors have returned to secondary schools and maintained enrollment, have received vocational training, and are remaining out of trouble in the community. (See Section 5.4 - Evaluation of the Program). Replication should be provided by the Operations Guide. Expenses have been kept as low as possible.
PROJECT OBJECTIVES	
1.0 To design, develop, and implement a replicable instructional system.	1.0 Attained. See below.
1.1 To develop guidelines for classifying students as drug dependent.	1.1 Attained. See guidelines Section 1.7.
1.2 To establish admission requirements.	1.2 Attained. See Entry Procedures Section 1.7 In-Screen Checklist.
1.3 To develop procedures for diagnosing pupils classified as drug dependent.	1.3 Attained. See Section 1.8, Diagnostic Procedures.
1.4 To develop procedures for assigning behavioral objectives to pupils.	1.4 Attained. See Section 2.2, Instructional Objectives.
1.5 To identify and implement behavior modification methods and reward systems that are appropriate for drug dependent minors.	1.5 Attained. See Section 2.3, Behavior Modification.
1.6 To survey and purchase special instructional materials appropriate for drug dependent minors.	1.6 Attained. Materials were purchased. The most useful materials are described in Section 2.6--Recommended Instructional Supplies.

GOAL AND OBJECTIVES	EVALUATION
1.7 To recommend appropriate instructional methods.	1.7 Attained. Forty-seven instructional activities are included in Section 2.7--Sample Instructional Activities. Methods are discussed throughout the Guide, including use of contracts, valuing teaching, behavior modification, etc.
1.8 To develop new instructional materials that are remediating in the areas of spelling, reading, and arithmetic and that are value enhancing.	1.8 Attained. Eleven educational simulations and games are included in Component 3.0. Values are discussed in Section 2.5--Educational and Counseling Activities.
1.9 To develop procedures for evaluating pupil progress and predicting instructional success.	1.9 Partially attained. A procedure for evaluating pupil progress, the Learner Characteristics Profile, was developed. This is described in Section 1.16--Program Evaluation Procedures. Predictors of success were not developed; however, indicators of failure were developed. (See discussion this Section).
1.10 To design an educational system relating the elements: diagnosis, objectives, instruction and evaluation and incorporate into a pupil monitering system.	1.10 Attained. The monitor is included in Section 1.14--Record Keeping.
1.11 To prepare the Instructional Guide to include: - Case studies and program data - A narrative describing the school atmosphere - A description of each instructional element (affective, cognitive, and psychomotor domains.) - Monitoring system operation - Special projects and teaching procedures - Special remediating instructional materials	1.11 Attained. The items are included in this Operations Guide. Note: The Advisory Committee and ESEA VI-B approved the preparation of an Operations Guide that includes instructional guidelines.

GOALS AND OBJECTIVES	EVALUATION
2.0 To develop model administrative procedures, budgets and requirements.	2.0 Attained. (See below)
2.1 To develop program objectives.	2.1 Attained. Program objectives are included in Section 1.5--The Evolution and Objectives of Sunshine School.
2.2 To develop procedures for the operation of a program for drug dependent minors	2.2 Attained. Operating procedures are described throughout the Guide.
2.3 To relate the program objectives and operations to a budgeting model.	2.3 Attained. A budget model is presented in Section 1.21--Budget Model. Also, funding sources and transportation costs and funding are discussed.
2.4 To specify the functions, requirements and assignments of staff members.	2.4 Attained. See Section 1.17--Task Base, Job Descriptions, and Staffing recommendations.
2.5 To develop pupil referral methods to acquire and process pupils on a county-wide basis.	2.5 Attained. See Section 1.7--Case Finding and Entry.
2.6 To specify pupil qualifications for placement in the program.	2.6 Attained. See Section 1.7--Case Finding and Entry.
2.7 To establish procedures for filing, record keeping and informational input and output.	2.7 Attained. See Section 1.14--Record Keeping and other sections of the Guide.
2.8 To recommend procedures for implementing the system elsewhere.	2.8 Attained. Recommendations are included throughout the Guide.
2.9 To prepare the Administrative Guide to include: - Operational description & procedures - Budgeting and requirements - Procedures for record keeping - Case histories and program data	2.9 Attained. The items are included in the Operations Guide. Note: The Advisory Committee and ESEA VI-B approved the preparation of an Operations Guide that includes administrative procedures.

GOALS AND OBJECTIVES	EVALUATION
3.0 To develop a history, an evaluation and recommendations for Project NEWDAY.	3.0 Attained. See below.
3.1 To establish and record a procedure for designing instructional programs.	3.1 Attained. Design procedure is described in part in this guide and in Project Overviews.
3.2 To develop and present a method of project date collection.	3.2 Attained. Interview forms, questionnaires, checklists and so on are included throughout the Guide.
3.3 To describe the development and progress of the NEWDAY system.	3.3 Attained. Development is described through the Guide, also in Project Overviews.
3.4 To evaluate the overall project effort.	3.4 Attained. This component is the evaluation.
4.0 To operate a system that will achieve the following objectives:	4.0 See Section 5.3.
4.1 After spending 18 school months in the program or less, students will exhibit an ability and willingness to return to regular secondary school or will have completed the requirements for a high school diploma. Students returning to regular school will not be truant or tardy for one month. They will have earned credits in course work appropriate to their previous school program and future goals, educational and vocational and they will have erased remedial deficiencies to the satisfaction of the teacher. Students who earn a diploma must have completed an equivalent program to earn required credits.	4.1 See Section 5.3.

GOALS AND OBJECTIVES	EVALUATION
4.2 Students will be drug independent for at least one month before leaving the program. The student will be diagnosed by the staff as not being under the influence of an illicit drug while at school for at least one month, and the staff, parents and student must agree that the student is no longer drug dependent.	4.2 See Section 5.3.
5.0 To maximize the number of students completing the program and minimize the drop-out rate.	5.0 See Section 5.3.
6.0 To distribute five hundred copies of each Guide by August 31, 1972. Distribution will be based on Santa Cruz County, California State Department of Education and Title VI-B requirements.	6.0 At the time of this writing, 500 copies will be printed and an appropriate number of Guides distributed. (See discussion this section.)

5.3 AN EVALUATION OF THE PROGRAM

The drug dependent minor program at Sunshine School was obviously developed to benefit the st who were enrolled. The evaluation of the program is, therefore, an analysis of the benefit t provided. The evaluation includes: a numerical survey, a discussion of instructional benefi a discussion of student's attitudes towards the program. The 1971-72 application to Title VI the following as objectives for the program:

4.1 After spending 18 months in the program or less, students will exhibit an ability and willingness to return to regular secondary school or will have completed the requirements for a high school diploma. Students returning to regular school will not be truant and tardy for one month. They will have earned credits in course work appropriate to their previous school program and future goals, educational and vocational, and they will have erased remedial deficiencies to the satisfaction of the teacher. Students who earn a diploma must have completed an equivalent program to earn required credits.

4.2 Students will be drug independent for at least one month before leaving the program. The student will be diagnosed by the staff as not being under the influence of an illicit drug while at school for at least one month, and the staff, parents, and student must agree that the student is no longer drug dependent.

These objectives, in effect, specify the benefit that the program is to provide to individual The statistical evaluation is based in part on the numbers of students who attained these obje The objectives can be broken down into sub-objectives as follows:

4.1.1 Student returned to regular school.

4.1.2 Student received a high school diploma.

4.1.3 Student will not be truant for one month before leaving the program.

4.1.4 Student will not be tardy for one month before leaving the program.

4.1.5 Student will earn appropriate credits before leaving the program.

4.1.6 Student will erase remedial deficiencies before leaving the program.

4.2.1 Student will not be under influence of drugs at school for one month before l

4.2.2 Parents, staff and student will agree that student is drug independent.

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l earn appropriate credits before leaving the program.
l erase remedial deficiencies before leaving the program.
l not be under influence of drugs at school for one month before leaving program.
aff and student will agree that student is drug independent.

Forty-six students were enrolled in the program from March 1970 to June 1972. None of these students remained in the program for more than 18 months. Twenty-four students returned to regular programs or fulfilled requirements for a high school diploma. All twenty-four of these students fulfilled all the sub-objectives except for sub-objective 4.1.4, "Student will not be tardy for one month before leaving the program". It became almost impossible for students to attain this objective after the program moved, in the middle of the school year, from Santa Cruz to Aptos. Transportation was not available to the students until June of 1972. Many students, therefore, had to hitchhike up to ten miles to school in the morning. It became impossible for many of them to be on time regularly. This sub-objective was therefore dropped as a criteria for success.

Evaluating the attainment of objectives 4.1 and 4.2 fails to reveal information about the degree of success of graduates and students who return to regular school. The 1971-72 audit team recommended that a check be made of the performance of students in regular programs after they return and of the situation of students who completed requirements for a diploma. Letters were sent to all schools in which former Sunshine School students were enrolled requesting a summary of each student's records including specific records of truancy, tardiness and classroom success, and grades received and credits earned. Response to requests were not as detailed as was desired and usually included only a general description of the student's progress; e.g., that his attendance was good or bad, that he was doing well or poorly in his classes, or, in some cases, that the student was no longer enrolled. This information, as well as information obtained from contacting students who graduated, is included in the table that follows. This table lists nine situations in one of which each of the forty-six enrollees are found.

STATUS OF SUNSHINE SCHOOL ENROLLEES

Student's Situation	Number of Students
1. Still enrolled in program.	6
2. Received diploma and is enrolled in college or vocationally involved.	4
3. Returned to regular school program and is maintaining enrollment and good attendance.	5
4. Received diploma and is maintaining self in the community, or is maintaining enrollment in regular program.	4 (1 diploma)
5. Returned to regular school at end of 1971-72 school year. Success in regular program therefore, is not yet known.	7
6. Received diploma but is not maintaining self in community, or was dropped from regular program.	4 (1 diploma)
7. Moved away from the area and therefore dropped out.	5
8. Dropped from the program for failure to benefit by continued enrollment.	7
9. Dropped out of program, ran away or was arrested. Enrolled for less than six weeks.	4

Students in situations two through four are clear successes (13 students). (One of these students graduated in the top 10 percent of her class.) Students in situations one and five may eventually prove to be successes (13 students). Students in situation six may be thought of as failures (4 students). These students returned to regular school or were granted a diploma and were considered to be willing and able to be successful in school or maintain themselves in the community, yet were unable to do so. (One of these students received a diploma and was later arrested. He is presently living in a therapeutic community. Another student maintained enrollment in a regular program for two years before being dropped.) Students in situation seven (5 students), who moved away from the area, are not considered in the analysis. Students in situation eight (7 students) were dropped from the program for failure to benefit by continued enrollment. They may have been absent too frequently, been found using drugs, or failed to meet the terms of their Conditional Acceptance Contract. The entry screening process should have filtered these students out when they applied for enrollment in the program or they should have been found to be misplaced in the program within six weeks after enrollment. Only one of these students was dropped within this six week period. Six of these students are therefore considered failures, although this may be too strict an evaluation. (For example, one of these students was dropped from the program and then spent time in the California Youth Authority and is now a successful high school student.) Students in situation nine (4 students) are not considered in the analysis for they spent too short a time in the program to benefit. This data can be summarized as follows:

* The performance of 36 students who enrolled in the program is to be considered...
* Thirteen of these students are clear successes...
* Thirteen of these students may eventually be successes...
* Ten of these students are failures...

This data is of little use in evaluation without comparison. Since no control group was established, it is difficult to draw conclusions from the data, e.g., how well would these students have done if they were instead, enrolled in a Continuation School, or placed in a drug treatment program.

A comparison can be made with the successes of drug treatment programs. People in these programs consider a program a success if 30% of the people who begin the program are eventually successes. A success percentage is calculated for Sunshine School as follows:

* Five of the seven students returning to regular school this year can be expected to be successful based on past experience.
* Three of the six students presently enrolled in the program can be expected to be successful based on past experience.
* Thirteen students are successes.
* Five of these students can be expected to be failures.
* Ten students are failures.

Totaling the successes and expected successes results in twenty-one "successes". The success to failure ratio then is 21 divided by 36 or approximately 58% successes. Objective 5.0, "To maximize the number of students completing the program and minimize the drop-out rate", has been attained. The 57% success ratio is evidence of attainment.

The second way the program was evaluated was to review what happened to the students while they were enrolled. Objectives are written for each student and his attainment is evaluated in a pupil progress report at the end of each semester. The credits the student earned and the courses he completed are included in the progress report. These reports are filed by the County Office of Education. A review

of these reports reveals that while enrolled, those students who attended the program attained instructional objectives, earned credits and improved their learning skills. A quantified evaluation of these reports was not attempted.

The third way the program was evaluated was by interviewing the students enrolled in the program during the 1972 spring semester. These students were asked how they felt about the school, if they were learning more or less at Sunshine School than in the school they previously attended, how enrollment in the school had affected their drug usage, and whether or not other schools like Sunshine School should be established in other places. Twelve students were interviewed. All twelve students liked Sunshine School or liked it better than regular school. All twelve felt they were learning more, primarily because instruction was individualized. Ten of the twelve said they had reduced their drug use since coming to Sunshine School, the other two said that their drug use had not changed. Those who claimed they had reduced their use of drugs said that they felt "mellower" at Sunshine and did not need to take drugs and that it was almost impossible to be on drugs at Sunshine School without being caught. All twelve students also felt that similar schools should be started elsewhere. The students were also enthusiastic about the Sunshine School staff.

These interviews strongly indicate that the Sunshine School staff has created a learning environment that students value and a therapeutic environment that helps to reduce their drug use.*

* It was also planned to review the responses of Sunshine School students who graduated from regular schools to an annual evaluation questionnaire. Too few students were eligible to receive the questionnaire. This longitudinal survey will be analyzed next year.

5.4 CONCLUSIONS

Based on the evaluations of Sections 5.2 and 5.3, it is concluded that:

* The project has attained its objectives as specified in the 1971-72 application.

* The program has attained its objectives as specified in the 1971-72 application.

5.5 INFLUENCE OF THE PROJECT ON THE PROGRAM

The 1971-72 audit team recommended that the Guide include an introspective discussion of the influence that the project may have had on the program operation: The program is a model to be replicated; the project staff and activity are not included in the model; have these staff members and this activity influenced the program operation? The project staff includes primarily a project coordinator and a project secretary. During the first year of the project operation, the coordinator participated in case finding, diagnostics, and publicity. This activity was not continued during the second year of the project when a full-time head teacher/counselor took over these responsibilities. The project's involvement in the program during the second year, the year the program operated as described in the Guide, was minimal. The project's involvement in the program during that year included mainly the following:

* The project coordinator and project secretary attended staff meetings. The secretary recorded, typed, and distributed the meeting notes.

* The teachers described instructional methods and evaluated materials for the Guide.

* The head teacher/counselor wrote most of 2.0 Component of the Guide. The other teachers contributed to that component.

* The program was audited by a Title VI-B team.

* Students were interviewed for purposes of evaluation.

The most important, yet least discernable, influence that the project had on the program may have been simply that the program was required to perform as a model drug dependent minor program and this model was to be evaluated. This pressure may or may not have contributed to the program's success.

5.6 RECOMMENDATIONS

The following includes recommendations for the establishment of other special day class programs for drug dependent minors, recommendations for research, and recommendations for legislation. Based on the experience gained in operating the Santa Cruz County Office of Education's Drug Dependent Minor Program at Sunshine School, the following recommendations are made:

* That other programs for drug dependent minors be established and evaluated based on the Santa Cruz model. That of highest priority is the establishment of such model programs for minority students and for students from disadvantaged communities. That the evaluation of these model programs include proper controls.

* That other model programs be designed, operated, and evaluated. That one of these model programs include only drug dependent minors who are living in 24-hour drug treatment programs and are therefore unable to obtain drugs while enrolled in the special day class program.

* That the administrative, educational, and counseling methods included in this Guide be used and evaluated in programs for other behaviorally exceptional youth.

* That legislation be passed to fund programs for drug abusing youths enrolled in regular and continuation school programs. That the programs funded include the type of drop-in center program discussed in Section 1.4 - Drug Dependent Minor Programs.